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ABSTRACT

The Focus program deals with those students who perform well below their capacity socially and/or academically. It has as its main goal to decrease the incidence of alienation among these youth, the staff, and the community. Sub-goals include the reduction of alienation and improvement of self-concept, an increased access to desirable social roles, and the reduction of negative labeling. Since most Focus students are seen to be deficient in the basic academic skills and positive social development, the emphasis in each discipline is directed toward meeting the individual educational and social needs of each student. The philosophical basis of the Focus approach is broken down into seven briefly discussed interrelated components: caring, the setting of expectations, structure, individualization, responsibility, reinforcement, and evaluation. An area of emphasis in the program is the State funded work experience component in which work experiences are provided for each student, giving them an accurate view of the responsibilities and realities of employment. The Focus program is stated to be significantly different from other mini-school concepts dealing with the alienated student -- the family group atmosphere or small group interaction, noted to be the backbone of the program. (Author/AM)

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FOCUS

A SUCCESSFUL HIGH SCHOOL PROGRAM
FOR DEALING WITH
DISAFFECTED YOUTH

U.S. DEPARTMENT OF HEALTH
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FOCUS DISSEMINATION PROJECT
211 N. McCarron's Blvd.
St. Paul, Minnesota 55113

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FOCUS DISSEMINATION PROJECT

211 N. McCarron's Blvd.
Roseville, Minnesota 55113

(612) 489-1327

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PROJECT STAFF

Sue Schillinger - Coordinator

Mae Faulds - Project Secretary

ROSEVILLE AREA SCHOOLS
Independent School District No. 623
1251 West County Road B-2
Roseville, Minnesota 55113
Dr. Lloyd C. Nielsen, Superintendent

FOCUS PROGRAM CONSULTANTS

Frank B. Kellogg High School	Alexander Ramsey High School
Ed Larsen	Joe Yantes
David Kingsbury	Bill White
Edythe Nackerud	Pat Hudak
Mary Jo Benson	Steve Robinson

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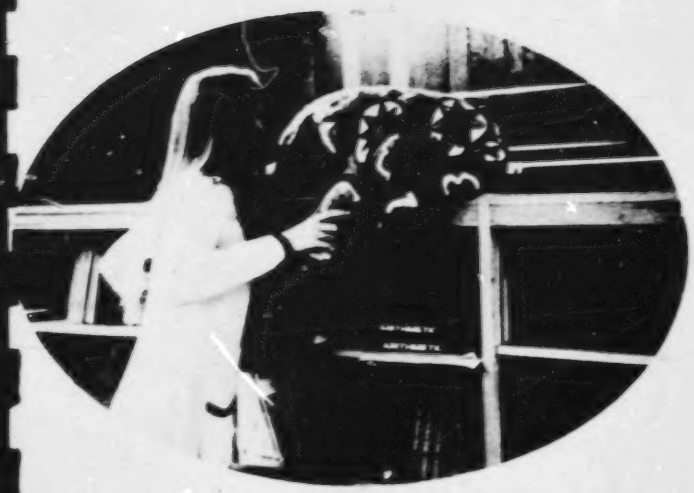

FROG KISSING . . .

"Ever feel like a frog? Frogs feel slow, low, ugly, puffy, dropped, pooped. I know. One told me. The frog feeling comes when you want to be bright but feel dumb, when you want to share but are selfish, when you want to be thankful but feel resentment, when you want to be great but are small, when you want to care but are indifferent."

"Yes, at one time or another each of us has found himself on a lily pad floating down the great river of life. Frightened and disgusted, we are too froggish to budge."

"Once upon a time there was a frog. But he really wasn't a frog. He was a prince who looked and felt like a frog. A wicked witch had cast a spell on him. Only the kiss of a beautiful maiden could save him. But since when do cute chicks kiss frogs? So there he sat, unkissed prince in frog form. But miracles happen. One day a beautiful maiden grabbed him up, and gave him a big smack. Crash! Boom! Zap! There he sat, a handsome prince. And you know the rest. They lived happily ever after."

"So what is the task of schools? To kiss frogs, of course."

--Anonymous--

ROSEVILLE AREA SCHOOLS

CONTEXT

Independent School District No. 623, Roseville, Minnesota, located immediately north and east of the Twin Cities, includes all or part of seven villages within its 21.6 square miles. While there is some industry located within the district, the major portion has developed into a residential area with no conspicuous business district.

In twenty-five years, the area has developed into a large suburban school district. A certificated staff of about 620 meets the needs of over 12,200 students in the district's ten elementary, three junior highs, and two high schools.

Although the socio-economic background of the students varies, most of the student population comes from middle income homes. It is important to note, however, that there is diversity in the socio-economic makeup of the community. While there are some students from very affluent backgrounds at one end of the continuum, there are over 400 school aged children classified as economically deprived according to ESEA guidelines. The predominantly middle class orientation has placed high parental expectation on academic achievement among the students. Standardized scores have shown that their average achievement level meets or surpasses 63% nationally.

A commitment to high quality education for each individual student has been a priority of the citizens and staff of the Roseville Area School District. The stated purpose of the schools is to develop within each

individual the human potentials for a rewarding life which contributes to the continuation and improvement of a society that fosters personal fulfillment.

The two high schools in Roseville, Alexander Ramsey and Frank B. Kellogg, have a student enrollment of approximately 1,600 each. A diversified program of classes is directed toward meeting the needs of its student body. The school offers a challenging preparatory sequence for outstanding students who will go on to college. Courses are offered for students going to vocational, trade and business schools and for those who will immediately join our work forces in industry. Special classes are offered to help intellectually handicapped students participate in and contribute to society. Alternative educational models designed for students who are unsuccessful in existing programs are an integral component of the curriculum. The main goal of the Roseville School District is to meet the needs of all its students in a rapidly changing society.

DESCRIPTION OF THE FOCUS STUDENT

The Focus Program deals with a specifically selected portion of the student body. The main reason students are accepted into the Focus program is because they are performing well below their capacity socially and/or academically. The following list of behavioral characterisitics is used to identify Focus students. Each student in the program usually exhibits one or more of these characteristics.

- Inability to function properly within the traditional classroom setting
- Sufficient potential to benefit from the program
- Academic skill development below ability

- General recognition as an underachiever (below average for ability)
- Failure to establish goals regarding his occupational future
- A pattern of behavior problems
- Absenteeism and tardiness
- A lack of motivation, direction and drive
- A poor self-image
- A stressful family situation which appears to have a detrimental effect
- Hostility toward adults and authority figures
- Identification as a potential dropout
- Difficulty with community agencies and the law
- General lack of involvement in any school activities
- Serious economic problems which threaten completion of school.

GOALS AND OBJECTIVES OF THE FOCUS PROGRAM

OVERALL GOAL: TO DECREASE THE INCIDENCE OF ALIENATION AMONG YOUTH, STAFF, AND COMMUNITY.

GOAL I: To reduce the alienation and improve the self-concept of the Focus students.

Objective A: The self-concept of the Focus students will improve at least 10%.

Objective B: Interaction of Focus students with peers, parents, and adults will show improvement.

Objective C: Attitude toward school will improve at least 10% for the Focus students.

Objective D: The attitude of the parents of the program students toward school will be as good at the end of the year as it was at the beginning of the year.

Objective E: The involvement of the parents of Focus students with the school will increase.

GOAL II: To provide Focus students with increased access to desirable social roles.

Objective A: Academic achievement for the group will increase by at least one year.

Objective B: The grade point average of Focus students will be at least as good as the previous year.

Objective C: The number of dropouts will be no more than the previous year.

Objective D: Parent assessment of program students' personal and academic achievement will indicate improvement.

Objective E: 75% of the work experience students will be employed during the school year.

Objective F: At the end of the school year each work experience student will have had at least one work placement.

GOAL III: To reduce negative labeling of Focus students and divert them from adjudication.

Objective A: Discipline referrals for Focus students will decrease.

Objective B: School suspensions for Focus students will decrease.

Objective C: Attendance for the group will improve.

Objective D: Tardiness for the group will decrease.

Objective E: The attitude of the school staff toward the Focus program will be as good at the end of the year as it was at the beginning.

Objective F: Court referrals will decrease at least 10% for the group.

PROGRAM DESCRIPTION

The Focus model is in operation in both high schools in the Roseville school district. Approximately 75 tenth, eleventh and twelfth grade students are involved in each school-within-a-school program.

The Alexander Ramsey program is housed in a separate wing equivalent in size to four classrooms. This area is divided into two large group instruction rooms, two small Family Group (group process) rooms, a program library, two small independent study rooms and an office area for the program staff. The program is three years old.

The Ramsey Focus team consists of four full-time teachers and two full-time aides. They are: Patricia Hudak, American history and social studies teacher; Steve Robinson, Special Learning Behavioral Problems

teacher and Program Administrator; Bill White, English teacher; Joe Yantes, work experience coordinator; Annette Mauldin, Instructional Aide, and Richard Soine, Instructional Aide. Each staff member is involved in at least one Family Group in addition to their individual duties.

There are six classes in the Focus curriculum. They are: English, social studies, American history, math, Family Group, and work experience. Work experience students earn one credit for an occupational relations class and one credit for supervised on-the-job-training. Each student is required to take one Family Group and at least two other classes in the program. Students may take a full load of five classes within the Focus program, but are encouraged to enroll in at least one outside class.

Each class is fifty minutes long. Classes begin at 8:00 a.m. and end at 1:00 p.m. Students enrolled in work experience go to work at 11:40 a.m. (the end of the 4th hour class).

The Frank B. Kellogg program is in a separate building adjacent to the high school. This area is equivalent in size to four classrooms and is divided into three classrooms, two conference (Family Group) rooms, one office, and one student lounge area.

Kellogg Focus offers five classes: English, social studies, mathematics, work experience, and Family (group process). Students in work experience receive one credit in a supervised on-the-job-training program. Each Focus student is required to take a minimum of three classes in the program, one of which must be Family. Most students also take at least one regular school class.

There are four full-time Focus teachers, one part-time teacher, and one clerical aide. They are: Edythe Nackerud, social studies, American history, Family; David Kingsbury, English, work experience, Family; Edward Larsen, Program Administrator, mathematics, Family, work experience; Marianne Johnson, English; Mary Jo Benson, Special Learning Behavioral

Problems teacher, Family; and Debbie Crail, clerical aide. The Kellogg Focus team offers an interdisciplinary approach which combines individualized instruction and group work based on the student's ability and needs.

After 1:00 p.m. at Ramsey and 1:20 p.m. at Kellogg all the Focus staff participate in inservice training sessions, staff meetings, and conferences with students, parents, employers and other school staff. They accompany students to juvenile court in the role of voluntary probation officers. The Focus staff is on call 24 hours a day to help in a variety of crisis situations which can be neither predicted nor anticipated.

Most Focus students are deficient in the basic academic skills and positive social development. The emphasis in each discipline is directed toward meeting the individual educational and social needs of each student. For example, each math class includes students learning various levels of mathematic skills along the entire continuum of the skill building sequence. Students at a high level of the continuum are encouraged to help others who are at a lower level.

Parents of Focus students were initially involved in developing and implementing the Focus model as members of the Focus Advisory Board. Parent involvement continues through Focus Parent-Teacher-Student meetings, individual conferences with Focus staff, and other informal communication concerning their son's and/or daughter's social growth. In the past, Focus parents have had mostly negative communication with the school, due to the unacceptable behavior exhibited by their children. The Focus staff places special emphasis on building a positive parent/school communication.

The Focus program is significantly different from other mini-school concepts dealing with alienated students. The difference centers in the Family Group atmosphere which is very difficult to describe. Focus tries

to instill in each student a feeling of self-worth and hope for the future. To do this, staff members are selected who are willing to experiment with different techniques and approaches. The staff emphasizes care, nurturance and structure in their approach to students. Students are confronted with their unacceptable behavior and positively reinforced for acting in socially acceptable ways. Focus encourages the idea chat students must feel worthwhile. Only when the student develops a positive self-concept can he begin to care for and relate to others. The staff strives to discover individual strategies which lead to the student's personal fulfillment.

Family Group Concepts

The backbone of the Focus program is the Family Group (small group interaction). Each Family Group consists of eight to ten students and one teacher-advisor who meet together for one class period each day throughout the school year.

Family is a group process which utilizes the peer group to encourage positive youth development. This process uses peer group pressure, probably the most powerful single influence on an adolescent's behavior. In Family the peer group's influence is guided to deal with the problems causing student disaffection. The skillful group leader directs the influence of peers to help a given youngster deal with his disaffection.

The disaffected youngster seems to have no identity. The student fears being different. He wants to be a unique human being but he fears rejection if he does not think and act like his peers. When rejected he feels alone, he finds a hostile world and he believes there is nothing worse than to face life alone. The disaffected youngster is alone and afraid in a world he doesn't understand.

While disaffected students appear to be members of cohesive peer groups, closer examination often reveals they have no emotional commitment to one another. They don't seem to care about each other. Communication is superficial and deals only with common daily life events.

Disaffected students are fearful of rejection. They are afraid to verbalize their personal attitudes and values. They are afraid to share their concerns about their present and future lives. It often takes many months for these students to learn that they can trust the leader and other students. After years of feeling inadequate it takes time to learn that one's thoughts and beliefs are valuable. When this happens, the leader can begin to teach them how to respond to others. The group leader works to develop an atmosphere of trust and caring in the group.

Some students are more severely disaffected than others. For these students, the loneliness they feel is very painful. This loneliness stems from a long-term alienation from meaningful relationships with others. These students do not just fear rejection and loneliness, they fear abandonment. They believe that they are such worthless individuals that no matter what they do, abandonment is certain. Adults have failed to teach these adolescents a sense of self-worth. They lack self-esteem to the point that they become socially self-destructive.

Some students are so severely disaffected they appear to be attempting social suicide. Their manipulations are so destructive it is often difficult for the group leader not to reject them. If their behavior is not altered immediately, the leader will lose control of the group, not just the individual. If the leader rejects the student, the others may fear rejection also and the group's development is impeded. It is important that the student knows the leader cares enough about each member not to allow the destructive social behavior to continue. The leader rejects the

behavior, not the student, and thereby attempts to show the student he will not be rejected for his behavior. The leader must realize that behind the obnoxious, manipulative, aggressive facade there is a scared, hurt child. He must realize that this person wants to be valued. The leader attempts to facilitate this attitude in the group. Group leaders must be strong and nurturant and willing to show they care enough to stop all behavior which will hurt one member or hurt the group. Too often group leaders feel that the nurturant component is all that is necessary.

Focus strives to show students that rejection is not inevitable. Students learn that through change, growth, and productivity they gain respect for themselves and the respect of others.

The success of Family Group is not magic. Rather, it involves methods which others can learn and use.

Work Experience

An area of emphasis in Focus is the state funded Work Experience component. Students in this course meet for one hour a day in an occupational relations seminar and discuss topics such as self-development, work problems, on-the-job human relations, and a variety of other work related areas.

Students in this class are permitted to work in various areas such as distributive education, food services, trades and industry, office occupations, and health occupations. Each job must meet state and federal labor law requirements, and must be supervised by the teacher-coordinator. The teacher-coordinator also works with community businessmen to sell them the idea of work experience for high school students in cooperation with a basic education program.

Many Focus students do not function well in a traditional school setting but do function well in a work setting with vocational guidance.

The Focus Work Experience Coordinator must:

1. Provide a work experience for each student to give them an accurate view of the responsibilities and realities of employment.
2. Find work stations for at least 75% of those students enrolled in the program.
3. Give employment instruction in social security, tax withholding, unions, computation of wages, and human relations on-the-job.
4. Give "pre-vocational" instruction such as self-evaluation, self-development, social and physical assessment, vocational guidance, and referrals to social agencies that exist for the disaffected student.
5. Act as team leader to design individual student plans utilizing rehabilitation counselors, instructional staff, etc.
6. Maintain records required by the State Department of Education.
7. Develop a training agreement between the student and employer designating roles and responsibilities on the job (to be signed by parent).
8. Develop the view in each student that he/she is an active, productive member of society capable of growth toward a productive vocation.

Relative Costs

The student - teacher ratio in the Focus program is approximately the same as the regular school system. Additionally, the Focus staff has relieved the administrative burden of these students from the regular school. This results in an operating budget for the Focus program commensurate with other programs in the school.

Additional costs are involved to implement the program. These costs will vary from school to school depending on the needs, facilities, materials, and personnel of the district. Additional monies will be required for inservice training, evaluation, curricular material purchase, and physical modification of a Focus area. The Alexander Ramsey and Frank B. Kellogg Focus programs have developed and evaluated techniques and materials for working with behavior problem students. Therefore the costs involved to implement other Focus programs may be less because most of the Focus materials are now available and reproducible. The Focus Program receives partial reimbursement from two divisions of the Minnesota State Department of Education. The Work Experience Program is partially funded through the Division of Vocational and Technical Education. A portion of the instruction is funded through the Division of Special Education. Further information pertaining to the specific requirements and the amount of reimbursement may be obtained by contacting the State Department of Education or the Focus Dissemination Project.

BASIC PHILOSOPHICAL CONCEPTS OF THE ROSEVILLE FOCUS PROGRAMS

The philosophical basis of the Focus approach can be broken down into seven interrelated components. They are: caring, the setting of expectations, structure, individualization, responsibility, reinforcement, and evaluation. These are discussed briefly in the following pages.

The Caring Approach

All persons feel pain when they do not have intimate caring contact with other human beings. As an adolescent feels increasing pain he will concentrate more and more of his energy into dealing with this pain in what may well be inappropriate and possibly dangerous ways. Some use drugs, some steal, some hurt others or themselves. What these young

people need is something which will not likely be met through these desperate attempts. They need the warm human contact that others can provide. Adolescents who come to feel cared about learn to care for themselves and for others.

Basically, we care effectively when we react and behave in ways that meet the real needs of others, not just our own. To do this we must first develop skills of effective listening and observation to make it possible to more accurately recognize and differentiate the needs of adolescents. These skills are developed through coursework, constant practice and observation. Through the application of these skills we can influence positive classroom behavior and generate an atmosphere of warmth and caring.

Expectations

We believe that expectations are really self-fulfilling prophecies--what we expect to happen, happens. Teachers who expect disaffected students to do poorly are likely to see them fail or cause disruption. Teachers who have positive, reasonable expectations for students, will have successful students.

Parents and teachers of socially maladjusted or emotionally disturbed adolescents sometimes take a permissive approach which usually leads to further failures and more unsuccessful experiences. The permissive approach has almost no application when working with "turned off" students. It tends to reinforce the irrational idea of getting something for nothing, a pervading concept of the emotionally disturbed. They often overestimate their abilities in a manner which can lead to self-destructive behavior throughout their lives. The complete lack of personal responsibility in goal achievement is a symptom of this behavior. When students continuously

and systematically blame their parents, teachers, or employers for their failures, one suspects it is the individual's problem, not all those others who are forever "goofing up." The identification of this problem and the realization that a person is responsible for his/her own behavior, is one of the most vital pieces of reality that an unsuccessful adolescent can learn.

Overestimating or underestimating the capabilities of each student is a pitfull to avoid in setting expectations. Each will have different limitations and different potentials. An important key to establishing meaningful goals is the individual's ability to be flexible. If the goals are not appropriate, they must be changed. The teachers involved must be able to admit mistakes, reevaluate situations, and proceed with alternate strategies which offer a greater probability of success.

Structur

Focus students, though they may not look like it, are scared. They are afraid of more failure, more pain and ultimately more rejection. Ironically, they behave in ways which often lead to these results they fear so much. We feel the Focus structure must be designed to directly alleviate these fears and at the same time provide students with knowledge and experience in alternative approaches, behaviors and understandings.

Our first goal with Focus students is to make them feel secure in our environment. Kids feel an immense amount of security when they are confident of their relationships with others. Knowing for sure what to do, where to be, when to be there and how long to be there also adds considerably to their feelings of security and reduces energy consuming decisions they have to make. To make this secure environment a reality we have developed ways to reduce distance between students and staff, to

reduce distance between student and student, to discover and to assign appropriate classwork, to avoid confusion in classwork, to give kids tools to understand themselves and others, to make consequence systems natural and more comprehensible, to teach students how to get adequate information and how to solve problems, to narrow decision making possibilities, and to increase opportunities for success.

Within this comprehensive design we begin to allow students to make decisions when they demonstrate both the security and desire to take on additional responsibilities. Our structure facilitates this growth potential by providing many roles for students to assume.

The Focus structure is then flexible enough to allow us to provide for the need deficiencies of our students and to encourage their development and growth.

Individualization

Individualization is an essential component of the Focus model. It is not simply a curricular tool, it is a philosophy of how to treat human beings. It extends beyond the typical individualized curriculum to deal with all aspects of students' needs. School failure is a primary cause of behavior problems, feelings of worthlessness, and low self-concept. In Focus, feelings of success and self-worth are reinforced. The Focus program individualizes not just curriculum but time structuring, discipline, rewards, attention giving, confrontation, and problem resolution.

To individualize we must determine whether the student needs and can benefit from the Focus program. Testing of skills and attitudes provides useful information about the students' background and feelings. Conferences and interviews give further assessment of the students' needs. The various tests, interviews, and conferences make it possible to determine which

students need, want, and can benefit from Focus, and what approach to take to deal with specific behaviors when the student enters the program.

A student's experience in Focus primarily depends upon his/her apparent needs. In the class, individual contracting is done. Abilities, interests, and relevance determine the course content. Each student begins at his or her particular level in skill development, and expectations are developed from there. The major expectation is growth. The rate and level of growth are determined by the special considerations of each case. Some students have learning problems, some have short attention spans, some have a poor sense of timing and responsibility. Expected growth is negotiated between the teacher and the student. Grading and prompt exploration of grades is important to the students. Grades are given primarily to measure individual growth in meeting expectations.

In Family Group, one of the primary concepts is that individual differences are acceptable and desirable. An effort is made to create a safe environment for discussion of these differences. A great deal of time in Family is spent communicating that each person is a worthwhile individual and has the potential for success. When negative behavior occurs, each individual is expected to deal with the consequences of his behavior.

When a person experiences growth and success, feedback and attention are given to reinforce the growth. When the student has problems, contingency contracting is sometimes effective. The individuals are asked to take a look at where they are and where they would like to be, or think they should be. A plan to reach the goal is then drawn up with regular checkpoints and sometimes modifications, always keeping in mind the capabilities and needs of the individual. Students respond to this structure in a positive way if the goals are consistent with their needs.

Responsibility

Focus stresses the concept that each person, staff as well as student, is responsible for all of his behavior. Excuses, explanations, blaming, and other "if it weren't for . . ." rationalities are not accepted as reasons for not being in charge of one's personal behavior. The person who exhibits the behavior is the only one who can choose how to act. No one else can accept the responsibility for our behavior for us. We are responsible for what we do. A variety of circumstances, temptations, and emotions can influence our actions. While we can understand this and can talk about it, we still will not excuse a behavior or remove the responsibility from the students.

Focus also stresses that each person is responsible for his feelings and emotional control. "You made me mad" statements really indicate that we cannot control our emotions and that we can be easily manipulated by others. A responsible person will find ways to deal with his emotions in constructive ways.

We believe strongly that the only way a student learns to be responsible is by being given opportunities to act responsibly. When we command students to do something, when we provide them with answers, when we give them advice, when we deny them the opportunity to make mistakes, when we do things for them that they can do for themselves, when we make their decisions for them, we deny them the opportunity to learn to be responsible. We make them dependent upon us. We prevent them from growing up to become mature young adults.

Reinforcement

Behavior is influenced by its consequences. People will repeat behavior that results in desirable consequences. In many ways teachers and students are constantly using reinforcement on one another, most of

it accidental. Since we constantly shape behavior by reinforcement, it makes much more sense to be deliberate and to plan for its use. The following information should help in using reinforcement to change behavior.

The learner must be ready to learn. He must be able to receive what someone has to give him. This means he should not be distracted or tuned out because he is sick, tired, anxious, frightened, worried or otherwise emotionally involved.

The task must be within the learner's capabilities. It is destructive to assign impossible tasks and then fail the student for not accomplishing the task. The behavior must be realistic and achievable. The capacity and development of each person is unique and each person's individuality must be respected and considered.

Avoid punishment except as a last resort for punishment is only effective temporarily. The student simply learns to avoid the punisher, or in some cases, remove the source of the punishment. Punishment may teach the learner to fear and hate the source and anything he relates to it.

The teacher must reinforce the learner by providing good feelings following positive student behavior. The learner may receive a material reward (food, money, gifts, points); or reinforcement may be emotional (love, attention and praise). The teacher must create a relationship where he himself becomes a reinforcer and is valued by the student. The learner must want his love and attention.

Reinforce whatever you want the learner to do and ignore what you don't want him to do. If we ignore desirable behavior and give attention to undesirable behavior, we actually train students to misbehave. Behavior must be reinforced immediately. If the learning goal and consequent reinforcement are delayed too long the desired behavior may not occur.

Break tasks down and provide frequent reinforcement. When a student experiences continued success he will then be able to tolerate larger tasks and longer reinforcement delay.

Evaluation

We must evaluate to measure progress or growth. Extensive evaluation clearly identifies program successes and deficiencies and gives direction for program modifications and improvements.

Evaluation must contain the following components:

1. A needs assessment to determine which skills and behavior need improvement and change.
2. Measurable objectives established to meet these needs (see Focus Objectives page 3).
3. Find or develop an instrument to measure these objectives.
4. Develop a timeline to implement the evaluation.
5. Tabulate the data and compare with baseline data.
6. Summarize the evaluation and implement strategies to correct any deficiencies.

The Focus programs use the following evaluation instruments:

1. Attendance Records
   - A. Tardies
   - B. Absences
2. Scholastic Records
   - A. Grades
   - B. Number of credits earned
3. Iowa Tests of Educational Development
4. Scholastic Aptitude

5. Attitudinal Surveys

   A. Students

      (1) School Sentiment Index

      (2) Self Appraisal Inventory

   B. Parents

      (1) Attitude towards school

      (2) Attitude towards children

   C. Staff

      (1) Attitude towards school

      (2) Attitude towards specific types of students

6. Discipline referrals to school administration

7. School suspensions

8. Court Referrals

9. MMPI

10. Number of dropouts

SUMMARY OF FOCUS EVALUATION 1971-74

Objectives	Indicators	Findings
Improve attitude towards school	IOX School Sentiment Index	Increase*
Improve self-concept	IOX Self Appraisal Inventory	Increase*
	MMPI Ego Strength Scale	Increase*
Increase Academic achievement	GPA	Increase*
Decrease discipline referrals	Number of school referrals	Decrease*
	Number of court referrals	Decrease*
Decrease School suspensions	School suspension records	Decrease*
Decrease in days absent	School attendance record	Decrease

*Significant at .05 or better.

A more detailed explanation of the Focus evaluation and the statistical evidence is available to schools who wish to adopt a Focus type model.

COMMUNITY AGENCIES

Disaffected students have educational, medical, legal, counseling, therapeutic, experiential, and residential needs which cannot be totally met within school programs. An effective school program must have referral processes to a variety of community agencies and services. We feel we must cooperate with and support any agency that offers potential services to adolescents.

We use the Corrections Department extensively to meet the special needs of youth. Other sources of aid we employ include welfare, private agencies, the school system, community members and our students' parents.

In retrospect, we have found that the coordination and cooperation of the various community agencies working with youngsters is important for the community and for the young people in question. When all the agencies work together to help the student they can obtain the best treatment available. Without this cooperation, much of our success would have been impossible.

FOCUS DISSEMINATION PROJECT

The Roseville, Minnesota Area Schools has a successful program to meet the needs of disaffected high school students. The U. S. Office of Education, through Title III, Section 306, has allocated funds to establish the Focus Dissemination Project (FDP), whose goal is to help other schools adopt this program. The Focus Dissemination Project Office, in cooperation with the Focus staffs of Alexander Ramsey and Frank B. Kellogg High Schools, will assist other interested high schools to adopt similar programs to help disaffected youth.

Specifically, the FDP office will coordinate the adoption and awareness activities which include the distribution of information and materials, limited visitations to the programs, area workshops and presentations, inservice activities and followup visitations and consultation at adoption site. The FDP staff will be available to answer questions on all aspects of the adoption process.

Adoption Procedures and Training

The procedure to adopt the Focus program varies and depends on the individual school's needs. The first step is to contact your State Facilitator and express an interest in the program. In areas where there is no State Facilitator contact the FDP office direct. We will then furnish you with any additional information you may need to decide whether the Focus Model is appropriate for your school. Visitations to the program are scheduled on a limited basis. In order to pursue the rest of the training a school would be required to make a commitment to adopt the Focus Model.

When a commitment is made the Focus staff will make a pre-adoption visit to the committed school to meet with staff there and evaluate their specific needs for the inservice training program. The inservice training is preferably accomplished with the adoption program staff spending four days at the Focus site where they will intern in the program and be involved in seminar sessions as scheduled. Inservice training is specifically for the adoption staff that will be implementing the program at their site.

The Focus staff is also offering a limited number of training workshops. These workshops are planned specifically for areas where there are several schools interested in adopting the Focus model. The workshops are planned for two 6 hour days and will deal with the philosophies, strategies and skills used in the Focus Model.

Materials Available

The following packages have been developed by the Focus staff and may be available at a minimal cost. (Adoption Sites will receive these free.)

1. Needs Assessment
2. Management by Objectives
3. Student and Staff Selection
4. Student-Parent Involvement Strategies
5. Literature Review
6. Tools - Teacher Effectiveness Training - Transactional Analysis - Reality Therapy - Crisis Intervention - Positive Peer Culture - Behavior Modification - Removal Process
7. Family Group Process

8. Evaluation Procedures
9. Work Experience
10. Community Resources
11. Classroom Management
12. Curriculum - English, Math, Social Studies, Occupational Relations
13. Things We Have Learned
14. Public Relations
15. Student Follow-up Report (Available after September 30, 1975)
16. How Others View the Program (Available after September 30, 1975)
    a. Administration
    b. Mainstream Teachers
    c. Parents
    d. Focus Students
    e. Mainstream Students

These packages are not designed to be "self-teaching," but are instead intended to be used in the inservice training program.